DOCUMENT RESUME

ED 022 903 VT 005 643

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SOURCES AND RECRUITMENT OF DISTRIBUTIVE EDUCATION TEACHERS.

Bowling Green State Univ., Ohio. Dept. of Business Education.; Council for Distributive Teacher Education.
Report No-Prof-Bull-9
Pub Date 67
Note-36p.
EDRS Price MF-$0.25 HC-$1.52
Descriptors-*DISTRIBUTIVE EDUCATION, NATIONAL SURVEYS, QUESTIONNAIRES, TEACHER BACKGROUND, *TEACHER RECRUITMENT, TEACHER SHORTAGE, *TEACHER SUPPLY AND DEMAND

Forty-six distributive education state supervisors and 49 teacher educators responded to a survey to determine the supply of distributive education teachers, sources of recruitment, and methods employed to recruit. Some of the findings were: (1) 822 percent of the state supervisors and 918 percent of the teacher educators indicated an inadequate supply of distributive education teachers, (2) A total of 3,097 additional teachers were estimated to be needed by school year 1970-71, (3) Sources of teacher recruitment were listed in order of importance as colleges and universities, high schools, business, home, and others, (4) State supervisors tended to rely more than teacher educators on business as a source, (5) Both groups ranked the top four methods of recruitment as personal interview, brochures, group presentations, and personalized letters, and (6) The groups differed in their judgment of who was responsible for teacher recruitment. Some of the conclusions were: (1) Teacher educators focus on college students while state supervisors look for present members of the high school staff in recruiting teachers, (2) Review of the literature and the survey results give no indication of a systematic program of recruitment, and (3) The responsibility for recruitment has not been properly defined or assigned. (MM)

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COUNCIL for DISTRIBUTIVE TEACHER EDUCATION

PROFESSIONAL BULLETIN

SERIES NUMBER 9

Sources & Recruitment of Distributive Education Teachers

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Teacher Educator ☆ Distributive Education

Bowling Green State University

This bulletin was produced and distributed by:

DEPARTMENT OF BUSINESS EDUCATION

Bowling Green State University

Bowling Green, Ohio

1967

ED022903

VT005643

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1 SOURCES & RECRUITMENT OF DISTRIBUTIVE EDUCATION TEACHERS

4 Council for Distributive Teacher Education

Professional Bulletin

Series Number 9

2 Chester O. Mills

Teacher Educator * Distributive Education

3 Bowling Green State University

3 Ohio.

FORWORD

The Council for Distributive Teacher Education was organized in 1961. Membership in the organization consists of teacher educators and other distributive education personnel with an interest in advancing distributive teacher education. The primary interests of the Council are research and publication.

This bulletin covers the need for teachers, new sources of teachers, and recruitment methods and suggestions. It is hoped that the information will be helpful in recruiting an adequate number of qualified teachers for the rapidly expanding program in distributive education throughout the nation.

The report was prepared by Dr. Chester O. Mills, State Teacher Educator for Distributive Education, Bowling Green State University. It was published through the courtesy of the Department of Business Education, Bowling Green State University, Bowling Green, Ohio. Requests for copies should be addressed to Dr. Mills.

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August, 1967

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STATEMENT OF THE PROBLEM

How can the recruitment of teacher-coordinators of vocational distributive education be improved?

Analysis

The problem may be divided into two parts; namely, what are the present methods of recruitment being used and how may these methods be improved and expanded?

In order to analyze the problem, answers need to be found for the following questions:

1. What are the possible sources for recruiting teacher coordinators of vocational distributive education?
2. What are the effective methods for recruiting?

Orientation

Although distributive education has had a chronic teacher shortage since its inception as a vocational program, the period immediately following World War II began revealing the urgency of the situation. During this period, some teachers were transferring from several types of teaching fields to the distributive education field. It is true most of the teachers entering the distributive education program came directly from the business world but not in significant numbers. Many of the recruiting activities were vague and lacked consistency much less organization, which resulted in poor recruiting results.

A survey of pertinent literature indicates that the shortage of teacher

coordinators in distributive education has existed throughout the United States for several years. With the passage of the Vocational Education Act of 1963 by Congress increasing Federal funds for vocational education, distributive education has expanded and with this expansion the demand for more coordinators has significantly increased.

The impetus created by Federal legislation and new state enthusiasm for the need of expanded vocational programs provided many unique approaches for meeting program needs in local communities. The Elementary and Secondary School Act enacted by Congress provided financial assistance to the state departments of education for expansion and improvements within their respective areas of influence. Distributive education staffs at the state levels were increased, which in turn provided for the expanded services at the local level. New programs demanded teachers who were vocationally competent.

Purpose

Study of the operation of the existing teacher recruitment program discloses suggestions for modifying some aspects of the program. If implemented, these suggestions will hopefully improve the search for new teacher coordinators. This study has tested the following hypothesis: The existing recruitment program is inadequate because (1) the program has not been aimed at all of the possible sources of potential teacher coordinators, (2) the program has not been systematic and continuous, (3) additional methods must be employed, and (4) the responsibility for recruitment has not been properly assigned to the persons expected to perform it.

Significance

The future expansion of distributive education rests principally with

the first three hypotheses. It is hoped answers to these problems will achieve an increasing and adequate supply of teacher coordinators in the field of distributive education.

DELIMITATION OF THE STUDY

Although the need for additional teacher coordinators of distributive education probably exists throughout the nation, this study will only be concerned with the recruitment program and not final selection of teachers, or for the fixing of recruiting responsibilities. Furthermore, the operation of the existing recruitment program and the suggestions for its improvement will only apply to distributive education, not to other fields of education.

LIMITATION OF THE STUDY

Since this study is limited because of time, the principal emphasis of the study will be on the description of the operation of the existing teacher recruitment program for distributive education and some methods employed. The suggestions offered to improve the program will not have been tested, but should be the subject of further research to determine effectiveness.

DEFINITION OF TERMS

The following terms are defined: recruitment, vocational distributive education, teacher coordinator and teacher of distributive education.

Recruitment is the encouraging of promising individuals to become interested in a career as a teacher of vocational distributive education. Recruitment does not necessarily mean final selection.

Vocational distributive education is a program of instruction in marketing, merchandising, related management, and personal development and may involve secondary, post-secondary, and adult programs. This study is confined to the recruitment of teachers and teacher coordinators for the public secondary school programs.

The teacher coordinator has the responsibility for teaching distributive education high school classes and correlates the work of the classroom with the instruction and experiences offered at the work-experience training station.

The teacher of distributive education has the responsibility for teaching classes which involves classroom instruction and selected learning activities and projects related to the field of marketing, merchandising, personal development and management. He does not have direct responsibility for cooperative work experience at the training stations.

In this paper, the term teacher coordinator and teacher will be used interchangeably.

BASIC ASSUMPTIONS

Since recruiting of teachers as a function in distributive education is more or less recent, it is presumed that the following assumptions may be stated: (1) there is an absence of a well-defined recruitment program; (2) all available sources for recruitment have not been utilized; (3) many methods for recruitment have not been explored; (4) the recruitment programs are not systematic nor continuous. Although an important issue but not discussed in this paper, persons responsible for recruiting have not been clearly informed of their duties.

SOURCES OF DATA

A survey of literature and statistics in the field, although indicating the dire need for recruitment, reveals little in the area of possible sources of teachers and even less information concerning methods for recruitment of teachers. This study involves persons within the field who are charged with

the responsibility of recruitment and others who are not professionally associated with the field of distributive education. Distributive education personnel include state supervisors, assistant state supervisors, teacher educators, city supervisors, and teachers of distributive education. Those persons not associated professionally with the distributive education program include business people, high school and college counselors, high school and college administrators, high school and college students, housewives, and other interested personnel.

METHOD OF INVESTIGATION

This study included a survey of facts by the use of questionnaires and a survey of literature in the field. Two questionnaires were sent out. One was sent to all of the state supervisors of distributive education and the other was sent to teacher educators in the field. The literature surveyed included state and Federal reports, selected periodical writings, and summaries of educators in the field who prepared papers for professional meetings of one kind or another. An evaluating panel analyzed data and interpreted information as it was received in the researcher's office.

TREATMENT OF THE DATA

Information received through questionnaires was treated qualitatively by the evaluating panel and the researcher and since the nature of the hypotheses was in the main open ended, a quantitative approach was not necessary.

Information in and interpretation of the data is an attempt to reveal the recruitment process and is reported to the membership of the Council of Distributive Teacher Educators in summary form.

FINDINGS

It is only natural to contact state supervisors and teacher educators to determine the status of teacher recruitment in distributive education. Persons in these capacities are closely aware of the effectiveness or ineffectiveness of their present programs to recruit teachers. State supervisors know the dilemma created by trying to meet new demands for high school programs without an adequate number of qualified teachers. The teacher educators cannot prepare competent teachers without adequate sources from which he may recruit. To obtain the national status of teacher recruitment, questionnaires were sent to these two groups of individuals. Although the questionnaires were subjective in nature to some degree, adequate and qualified responses were received that could be satisfactorily interpreted for the purposes of this paper.

The data in Table 1 indicates a high percentage of responses from both state supervisors and teacher educators to the questionnaire concerning the recruitment of distributive education teacher coordinators. A total of 115 questionnaires were sent to state supervisors and teacher educators of distributive education throughout the country. Ninety-five questionnaires were returned. Of the 53 questionnaires sent to state supervisors in the United States and territories, 46 or 86.8% were returned. Forty-nine or 79.0% of 62 teacher educators returned questionnaires.

Table 1. - Respondents to Questionnaire Requesting Information Concerning the Recruitment of Distributive Education Teacher Coordinators

	Number Sent	Number Returned	Percentage
State Supervisors	53	46	86.8
Teacher Educators	62	49	79.0
Total	115	95	82.6

SUPPLY OF DISTRIBUTIVE EDUCATION TEACHERS

In response to the question concerning adequacy of distributive education teachers to meet the expanding needs in their states, state supervisors responded according to their respective state projected needs.

Table 2. - State Supervisors' Responses Indicating the Supply of Distributive Education Teacher Coordinators in their Respective States

	Number of Responses	Percentage
Inadequate Supply	37	82.2
Adequate Supply	8	17.8
More Than Adequate Supply	0	0

Table 2 shows that in most states throughout the nation there is an insufficient number of distributive education teachers. The table indicates that the supply is grossly inadequate to meet the expanding needs of the field. Thirty-seven state supervisors indicated an inadequate supply, while only eight thought their supply was satisfactory. No state supervisor indicated that his state had more teachers than was required.

Teacher educators are normally concerned with the preparation of competent teachers for a wide geographical area, not necessarily for the state wherein the teacher training institute is located. They are in an advantageous position to see the needs beyond political boundaries and can equate the need of a larger area. However, each teacher educator is keenly aware of the demands within the state wherein the teacher training institution

is located as the table below indicates.

Table 3. - Teacher Educators' Responses Indicating the Supply of Distributive Education Teacher Coordinators to Meet Expanding Needs

	Number of Responses	Percentage
Inadequate Supply	45	91.8
Adequate Supply	2	4.1
More Than Adequate Supply	2	4.1

Table 3 shows that from the distributive education teacher educators' point of view there is a significant need for teacher coordinators throughout the United States. This table supports the state supervisors' beliefs that the present supply of teacher coordinators is very inadequate, however, the teacher educators believe that the supply is more inadequate than the state supervisors indicate.

State supervisors who show an inadequate supply of distributive education teachers in their states were asked to approximate the percentage of increase of coordinators needed for the 1967-68 school year. An increase ranging from 6% to 300% of present distributive education personnel was projected as the anticipated needs for the coming school year. Twenty-seven or 77.1% of the 35 state supervisors who responded to this question indicate a range of ten to twenty percent increase for 1967-68.

All the state supervisors were asked to point out the number of additional distributive education teachers they would need for the school year 1970-71. A total of 3,097 additional certified distributive education personnel are estimated to be needed.

SOURCES OF RECRUITMENT

The second page of the questionnaire serves a two-fold purpose; one, for determining the supply of prospective distributive education teachers and second, the methods employed by those charged with recruiting responsibilities. In this section the sources of supply of distributive education teachers will be discussed by presenting the responses to the questionnaire that were sent to state supervisors and comparing them with the responses of the teacher educators.

Table 4 shows the number of responses showing the recruitment sources that are utilized and the related percentages for employment of these sources.

State supervisors showedthat they depend heavily upon the colleges and universities for their supply of distributive education teachers; 43.4% of the responses indicated the use of the recruitment sources in this area.

Over half the responses in this area and slightly over one fourth (26.6%) of the total responses are in the area of the schools or colleges of education. The area of business and office education majors account for 11.8% of the replies whereas 9.5% of the responses indicated recruitment directed towards the graduate student in business and office education. Only 3% of the recruitment is aimed at general secondary education majors.

Recruitment from the schools or colleges of business at both the graduate and undergraduate level account for 14.5% of the responses of the state supervisors. Only 2.3% of all responses indicate the school of liberal arts (1.9%) and other schools at the university level (.4%) as sources for recruitment.

The field of business accounted for 26% of the state supervisors

Table 4. - State Supervisors' Responses Indicating Recruitment Sources of Distributive Education Teachers

	Number of Responses	Percentages	
COLLEGES AND UNIVERSITIES			
School of Education			
Undergraduate Students			
Elementary Education Majors	2	.8	
General Secondary Education Majors	8	3.0	
Business and Office Education Majors	31	11.8	
Other Specialized Areas	4	1.5	
Graduate Students			
Business and Office Education Students	25	9.5	
Other Specialized Areas			
School of Business			
Undergraduate Students	20	7.6	
Graduate Students	18	6.9	
School of Liberal Arts	5	1.9	
Other Schools	1	.4	
			43.4
BUSINESS			
Distributive and Marketing Occupations			
Retail			
Retail Stores	19	7.3	
Department Stores	14	5.3	
National Chain Stores	13	5.0	
Individual Businesses	11	4.2	
Other			
Wholesale	7	2.7	
Other Services	1	.4	
Other Business Occupations	3	1.1	
			26.0
HIGH SCHOOLS			
Teachers of Business in High Schools	29	11.1	
Experienced Teachers in Other Teaching Fields	14	5.3	
High School Students			
Business and Distributive Education Students	23	8.8	
College Preparatory Students	7	2.7	
Other			
			27.9
HOME			
Housewives	6	2.3	
College Graduates with Adequate Work Experience			
Other			
OTHER SOURCES (please identify)			
Post Secondary School	1	.4	
			2.7
			100.0

responses as sources of recruitment of distributive education teachers. Sources such as retail stores, department stores, national-owned chain stores, department stores and individually owned businesses numbered 21.8% of the total responses. Wholesale, service and other business occupations make up the remaining 4.2%.

Efforts to recruit distributive education teachers have been made through such sources as:

Business and Professional Associations

Chambers of Commerce

Sales Marketing Executive Clubs

Retail Merchants Associations

American Marketing Associations

Advertising Clubs

Trade associations related to fields of distribution

The high schools have been indicated to be a good source for distributive education teachers accounting for 27.9% of the responses of recruitment sources. Included in this area are teachers of other subjects and students. Sources such as teachers of business in high school account for well over one third or 39.9% of the responses in this area and 11.1% of the total responses. Experienced teachers in other high school fields as sources account for 5.3% of the state supervisors responses.

Graduating high school students as sources account for 41.6% of the responses. This is 11.5% of the total responses and distributive education and business students make up 8.8% of this total. This is compared with 2.7% of the total responses representing the college preparatory student.

Less than 3% of the state supervisors responses are in the remaining categories of home and other sources.

Table 5 shows teacher educators' responses indicating the recruitment sources of distributive education teachers and the related percentages.

Almost half or 46.6% of all teacher educators' responses are in the section of the questionnaire entitled Colleges and Universities. The number of responses in the school of education, graduate and undergraduate, accounts for 26.8% of the total responses. Sources such as business and office education majors at the undergraduate level account for 8.8% of the responses whereas 10% of the responses indicate graduate students as sources. Also, 4.5% of the responses indicate that teacher educators recruit from general secondary education majors.

Recruitment in the area of the school of business at both the graduate and undergraduate levels account for 16.4% of the total responses. Liberal arts and other schools as sources make up the remaining 3.4% of the responses.

Teacher educators utilizing the field of business as sources of recruitment is 7.2% less than that of the state supervisors; 18.8% of the responses fall in this area but significantly, 16.2% of the total responses are in the area of retail. The remaining 2.6% represent the fields of wholesale, service and other business occupations.

The percentage of responses in the section for high school as a source of recruitment for distributive education teachers is almost the same for teacher educators as it is for the state supervisors. Teacher educators placed 27.7% of their responses in this area and state supervisors placed 27.9%. However, less than one third or 31.8% of the responses in this area or 8.8% of the total responses indicate that teacher educators rely on business teachers as significant sources of recruitment. Experienced teachers in other high school teaching fields make up 5.5% of the total responses.

High school students represent almost 48.7% of the responses as sources

Table 5.- Teacher Educators' Responses Indicating Recruitment Sources of Distributive Education Teachers

	Number of Responses	Percentage	
COLLEGES AND UNIVERSITIES			
School of Education			
Undergraduate Students			
Elementary Education Majors	3	.7	
General Secondary Education Majors	19	4.5	
Business and Office Education Majors	37	8.8	
Other Specialized Areas	12	2.8	
Graduate Students			
Business and Office Education Students	32	7.6	
Other Specialized Areas	10	2.4	
School of Business			
Undergraduate Students	40	9.5	
Graduate Students	29	6.9	
School of Liberal Arts	10	2.4	
Other Schools	4	1.0	
			46.6
BUSINESS			
Distributive and Marketing Occupations			
Retail			
Retail Stores	26	6.2	
Department Stores	17	4.0	
National Chain Stores	12	2.9	
Individual Businesses	12	2.9	
Other	1	.2	
Wholesale	7	1.7	
Other Services	1	.2	
Other Business Occupations	3	.7	
			18.8
HIGH SCHOOLS			
Teachers of Business in High Schools	37	8.8	
Experienced Teachers in Other Teaching Fields	23	5.5	
High School Students			
Business and Distributive Education Students	41	9.8	
College Preparatory Students	15	3.6	
Other			
			27.7
HOME			
Housewives			
College Graduates with Adequate Work Experience	6	1.4	
Other			
OTHER SOURCES			
Community College	8	1.9	
Other	15	3.6	
			6.9
			100.0

of distributive education teachers. These students as potential distributive education teachers represent 13.4% of all responses and that 9.8% come from business and distributive education students. Quite importantly, 3.6% are recruited from the college preparatory high school students.

As Table 5 shows, the teacher educators responses in the categories of home and other sources significantly account for 6.9% of the total. This is more than double the percentage that state supervisors indicate for this same area of recruitment.

METHODS EMPLOYED TO RECRUIT

The state supervisors and teacher educators were asked to indicate the successful method or methods utilized for recruitment of distributive education teachers. In tabulating and comparing the results, it is interesting to note the similarity of methods preferred. As Table 6 and Table 7 indicate, both groups ranked personal interviews, first; brochures, second; group presentations, third; and personalized letters, fourth.

Table 6 . - State Supervisors' Responses Indicating Preference of Recruitment Methods Employed

Rank	Method Employed
1	Personal Interview
2	Brochures
3	Group Presentations
4	Personalized Letters
5	News Media
6	Display and Bulletin Boards
7	Form Letters
8	Others

In the category of "Others," state supervisors show that state and national Distributive Education Clubs of America activities have resulted in some referrals for possible candidates as distributive education teachers. Some of the other methods they have listed are referrals by their present distributive education teachers and members of the state advisory committee.

Table 7 illustrates the closeness of responses of the preference of methods used by teacher educators in the recruiting of distributive education teachers.

Table 7 . - Teacher Educators' Responses Indicating Preferences of Recruitment Methods Employed

Rank	Method Employed
1	Personal Interviews
2	Brochures
3	Group Presentations
4	Personalized Letters
5	Display and Bulletin Boards
6	News Media
7	Others
8	Form Letters

In addition to the methods selected for use on the questionnaire, teacher educators suggested numerous techniques in the category entitled "Others." On the college or university campus, some felt that counselors or advisors to undergraduate and graduate students can be utilized to help identify students who may be prospective distributive education teachers. Other teacher educators indicated that they are assisted by fraternities and sororities in the recruitment of candidates.

Teacher educators, also state that referrals from coordinators and advisory committees on the local and state level are utilized.

Another method of recruitment suggested by a teacher educator is the

developing of packets for high school students and their faculty containing explanatory information on a distributive education teaching career.

Calling upon the marketing department, college of business and department of business education for assistance in locating desirable and interested personnel are other methods suggested. Some suggested methods are shown in the appendix.

An attempt to determine the responsibility for recruitment and to substantiate the fourth hypothesis, was the purpose of the following question asked of state supervisors and teachers educators on the questionnaire. "Who has the primary responsibility for recruitment of distributive education teacher coordinators in your state?"

Table 8 . - State Supervisors Responses to Primary Responsibility for Recruitment of Distributive Education Teachers in their Respective States

Your Responsibility	Teacher Educators Responsibility	Both	*Other
38.6%	5.3%	31.5%	24.6%

*Local Supervisors

Local School Administrators

Other

Thirty-eight and six tenths per cent of the state supervisors stated it is their primary responsibility, while 31.5% answered that the responsibility is both their responsibility and that of the teacher educators; 5.3% said that it is the teacher educators' responsibility, alone. The remaining state supervisors feel that the recruiting responsibility of

distributive education teachers rests upon local school administrators, supervisors and others.

Table 9. - Teacher Educator Responses to Primary Responsibility for Recruitment of Distributive Education Teachers in their Respective States

Your Responsibility	State Supervisors Responsibility	Both	*Other
31.1%	11.5%	36.1%	21.3%

*Local Supervisors

Local School Administrators

Other

In contrast, teacher educators replied to the same question in the following manner: 31.1% felt that they (teacher educators) have the primary responsibility, only 11.5% stated they thought it is the state supervisors responsibility and 36.1% feel they should share the responsibility with the state supervisor. The remaining 21.3% place the responsibility upon others.

CONCLUSIONS

This study was formulated to test the following hypothesis: the existing recruitment program is inadequate because (1) the program is not aimed at all of the possible sources of potential teacher-coordinators, (2) the program has not been systematic or continuous, (3) additional methods must be employed and (4) the responsibility for recruitment has not been properly assigned to the persons expected to perform it. The latter is not summarized in this publication.

This study has revealed that the majority of recruiting is concentrated mainly in two areas, teachers with previous experience in the high school and business and office education majors in the colleges and universities. Teacher educators focus on the personnel that have been readily available to them, namely, college students. State supervisors, on the other hand, when inaugurating a new program in a high school, tend to look for present members of the high school staff who would be willing and would take additional professional work to be certificated as distributive education teachers. The low number of responses in other areas of sources of recruitment indicates that many state supervisors and teacher educators are not utilizing to the fullest extent the other possible sources.

Review of current literature in the field and the results of this survey have given no indication of a systematic or continuous program of recruitment for distributive education teacher coordinators.

The study shows that an inadequate supply of distributive education personnel exists to meet the present needs. Growing program demands throughout the country for more qualified personnel require that additional effective methods must be employed. Since an additional 3,097 distributive

education teachers will be needed by 1970 to meet the anticipated growth, those persons charged with the responsibility of recruitment may benefit by the suggestions offered by other state supervisors, teacher educators and non-professional people.

The contrasting replies relative to recruiting responsibilities leaves little doubt that the responsibility for recruitment has not been properly assigned or defined.

RECOMMENDATIONS

Recommendations as a result of this study are offered as follows:

1. Each state should develop an effective coordinated teacher recruitment plan.
2. Distributive education personnel charged with recruitment should develop such a plan.
3. The recruitment plan should be developed with the assistance of those non-professional persons who might give assistance in recruiting.
4. Present methods and techniques used for recruitment of distributive education teachers should be examined and evaluated as to their effectiveness.
5. New methods and techniques in recruitment should be found and tried.
6. Extensive efforts should be employed to uncover new sources of recruitment and that these new sources be exploited immediately.
7. Each state should extablish definite responsibilities for those who are charged with recruitment of distributive education teachers.
8. Those persons charged with specific responsibilities to recruit teachers should undergo a training program for the purposes of planning coordination in carrying out their duties.
9. Periodic exchange of information between state departments of education and teacher training institutions relating to sources and methods for recruitment is proposed. The Regional Offices of the United States Office of Education is an ideal clearing house for such information.
10. Further research relating to recruitment of distributive education teachers is necessary to assist those charged with such responsibilities in the performance of their duties.

APPENDIX

APPENDIX I

QUESTIONNAIRE TO DETERMINE THE SOURCES AND METHODS UTILIZED FOR THE RECRUITMENT OF DISTRIBUTIVE EDUCATION TEACHER-COORDINATORS

January, 1967

Please place an "X" on the blank to the left of the appropriate response.

To meet the expanding needs, what is the supply of distributive education teacher-coordinators in your state?

___Inadequate
___Adequate
___More than adequate

If you have an inadequate number of teacher-coordinators in your state, what is the approximate percentage of coordinators needed for the 1967-68 school year?

___10%
___15%
___20%
___Other (write in)_____
___Does not apply

Approximately how many distributive education teacher-coordinators will you need to qualify for certification by the school year 1970-71?

(please write in number)_____

Who has the primary responsibility for recruitment of distributive education teacher-coordinators in your state?

___You--the State Supervisor
___Teacher Educator(s)
___Both
___Other (write in)_____

Which of the following people or groups of people are asked to assist with the recruitment function?

___State Supervisor
___State Staff Personnel
___Teacher Educator(s)
___Teacher-Coordinators
___Counselors at Colleges or Universities
___Counselors in High Schools
___Directors of Placement at Colleges or Universities
___Members of Business and Professional Associations
- ___Chamber of Commerce
- ___Retail Merchants Association
- ___American Marketing Association
- ___Trade Associations
- ___Advertising Clubs
- ___Sales and Marketing Executive Clubs
- ___Service Clubs
- ___Other (write in)_____
- ___Individual Business Personnel
- ___Other (write in)_____

Recruitment Questionnaire

Please read down the list of possible sources of distributive education teacher coordinators, and put an "X" in the blank to the left of each recruitment source that is successful. Then, to the right of each successful recruitment source, please indicate the method or methods utilized for recruitment by placing a "1," "2," "3," etc. in the blank provided ("1" indicating the most extensive method being used to recruit from that particular source).

SOURCES	METHODS							
	Personal Interviews	Group Presentations	Brochures	Personalized Letters	Form Letters	Bulletin Boards	News Media	Other (Please write in)
COLLEGES AND UNIVERSITIES								
School of Education								
Undergraduate Students								
___ Elementary Education Majors								
___ General Secondary Education Majors								
___ Business and Office Education Majors								
___ Other Specialized Areas (write in) _____								
Graduate Students								
Business and Office								
___ Education Students								
___ Other Specialized Areas (write in) _____								
School of Business								
___ Undergraduate Students								
___ Graduate Students								
___ School of Liberal Arts								
___ Other Schools (write in) _____								
BUSINESS								
Distributive and Marketing Occupations								
Retail								
___ Retail Stores								
___ Department Stores								
___ National Chain Stores								
___ Individual Businesses								
___ Other (write in) _____								
___ Wholesale								
___ Other Services (write in) _____								
___ Other Business Occupations _____								
_____								

SOURCES	METHODS							
	Personal Interviews	Group Presentations	Brochures	Personalized Letters	Form Letters	Bulletin Boards	News Media	Other (Please write in)
HIGH SCHOOLS								
___ Teachers of Business in High Schools	—	—	—	—	—	—	—	———
___ Experience Teachers in Other Teaching Fields	—	—	—	—	—	—	—	———
High School Students								
___ Business and Distributive Education Students	—	—	—	—	—	—	—	———
___ College Preparatory Students	—	—	—	—	—	—	—	———
___ Other (write in) _____	—	—	—	—	—	—	—	———
HOME								
Housewives								
___ College Graduates with Adequate Work Experience	—	—	—	—	—	—	—	———
___ Other (write in) _____	—	—	—	—	—	—	—	———
OTHER SOURCES (Please identify)								
___ _____	—	—	—	—	—	—	—	———
___ _____	—	—	—	—	—	—	—	———

QUESTIONNAIRE TO DETERMINE THE SOURCES AND METHODS UTILIZED

FOR THE RECRUITMENT OF DISTRIBUTIVE EDUCATION

TEACHER-COORDINATORS

January, 1967

Please place an "X" on the blank to the left of the appropriate response.

To meet the expanding needs, what is the supply of distributive education teacher-coordinators in your state?

___Inadequate
___Adequate
___More than adequate

Who has the primary responsibility for recruitment of distributive education teacher-coordinators in your state?

___You--the Teacher Educator
___State Supervisor
___Both
___Other (write in)_____

Which of the following people or groups of people are asked to assist with the recruitment function?

___State Supervisor
___State Staff Personnel
___Teacher Educator(s)
___Teacher-Coordinators
___Counselors at Colleges or Universities
___Counselors in High Schools
___Directors of Placement at Colleges or Universities
___Members of Business and Professional Associations
    ___Chamber of Commerce
    ___Retail Merchants Association
    ___American Marketing Association
    ___Trade Associations
    ___Advertising Clubs
    ___Sales and Marketing Executive Clubs
    ___Service Clubs
    ___Other (write in)_____
    _____
___Individual Business Personnel
___Other (write in)_____
    _____

Do you recruit from colleges and universities other than your teacher-training institutions?

___Yes
___No

Recruitment Questionnaire

Please read down the list of possible sources of distributive education teacher coordinators, and put an "X" in the blank to the left of each recruitment source that is successful. Then, to the right of each successful recruitment source, please indicate the method or methods utilized for recruitment by placing a "1," "2," "3," etc. in the blank provided ("1" indicating the most extensive method being used to recruit from that particular source).

SOURCES	METHODS							
	Personal Interviews	Group Presentations	Brochures	Personalized Letters	Form Letters	Bulletin Boards	News Media	Other (Please write in)
COLLEGES AND UNIVERSITIES								
School of Education								
Undergraduate Students								
___ Elementary Education Majors	___	___	___	___	___	___	___	_____
___ General Secondary Education Majors	___	___	___	___	___	___	___	_____
___ Business and Office Education Majors	___	___	___	___	___	___	___	_____
___ Other Specialized Areas (write in)								
_____	___	___	___	___	___	___	___	_____
Graduate Students								
Business and Office Education Students								
___	___	___	___	___	___	___	___	_____
___ Other Specialized Areas (write in)								
_____	___	___	___	___	___	___	___	_____
School of Business								
___ Undergraduate Students	___	___	___	___	___	___	___	_____
___ Graduate Students	___	___	___	___	___	___	___	_____
___ School of Liberal Arts	___	___	___	___	___	___	___	_____
___ Other Schools (write in) _____	___	___	___	___	___	___	___	_____
BUSINESS								
Distributive and Marketing Occupations								
Retail								
___ Retail Stores	___	___	___	___	___	___	___	_____
___ Department Stores	___	___	___	___	___	___	___	_____
___ National Chain Stores	___	___	___	___	___	___	___	_____
___ Individual Businesses	___	___	___	___	___	___	___	_____
___ Other (write in) _____	___	___	___	___	___	___	___	_____
___ Wholesale	___	___	___	___	___	___	___	_____
___ Other Services (write in) _____	___	___	___	___	___	___	___	_____
___ Other Business Occupations _____	___	___	___	___	___	___	___	_____
_____	___	___	___	___	___	___	___	_____

SOURCES	METHODS							
	Personal Interviews	Group Presentations	Brochures	Personalized Letters	Form Letters	Bulletin Boards	News Media	Other (Please write in)
HIGH SCHOOLS								
__ Teachers of Business in High Schools	—	—	—	—	—	—	—	———
__ Experience Teachers in Other Teaching Fields	—	—	—	—	—	—	—	———
High School Students								
__ Business and Distributive Education Students	—	—	—	—	—	—	—	———
__ College Preparatory Students	—	—	—	—	—	—	—	———
__ Other (write in) _____	—	—	—	—	—	—	—	———
HOME								
Housewives								
__ College Graduates with Adequate Work Experience	—	—	—	—	—	—	—	———
__ Other (write in) _____	—	—	—	—	—	—	—	———
OTHER SOURCES (Please identify)								
__ _____	—	—	—	—	—	—	—	———
__ _____	—	—	—	—	—	—	—	———

APPENDIX II

SOME SUGGESTED METHODS FOR RECRUITING TEACHERS OF DISTRIBUTIVE EDUCATION

Successful techniques in recruiting teachers of distributive education are employed by those charged with such a responsibility. These techniques will be continued and should be, but there should be a constant vigil for new and untried methods. Several suggestions are presented for consideration and evaluation. These suggestions may or may not be in conflict with institutional policies.

Suggestion: An advisory committee composed of key university students interested in distributive education to work with fraternities, sororities, dormitories and campus societies. This committee will provide informational and other promotional materials. Activities of the committee may include short talks, use of promotional films or slides and display board projects.

Suggestion: A teacher recruitment advisory committee composed of key business, teacher education and state staff personnel to work with business firms or trade associations. These activities may include short talks (using visual aids), conferences with key personnel and employment of informational promotional materials.

Suggestion: Development of an informational packet to be sent to college instructors for the purpose of generating interest.

Suggestion: Development of an informational packet to be sent to selected and sympathetic business people.

Suggestion: Development and distribution of an informational packet to counselors. The packet should be "counseling" oriented and not just general promotional materials.

Suggestion: Development of an effective presentation to be given to faculty groups. Such a presentation must be carefully designed to meet the multi-facet philosophies of college faculties.

Suggestion: An advisory committee of marketing teaching personnel to interest students in this area to teach distributive education. Although such a suggestion might seem ineffective, experience has shown that some marketing students have a desire to teach.